

UDC 373.3.091.12.011.3-051:378]:811.111

DOI <https://doi.org/10.32782/apv/2023.6.5>

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To cite this article: Gusak, L., Honchar, K., Stadnyk, N. (2023). Tekhnolohiia asotsiatyvnoho navchannia anhliiskoi movy zdobuvachiv pochatkovoi osvity [Technology of associative teaching English to students of primary education]. *Acta Paedagogica Volynienses*, 6, 30–38, doi: <https://doi.org/10.32782/apv/2023.6.5>

TECHNOLOGY OF ASSOCIATIVE TEACHING ENGLISH TO STUDENTS OF PRIMARY EDUCATION

The goal. *The article examines the technologies of teaching English to primary education students by the associative symbol method (ASM), which is the procedural foundation of associative learning of primary school children.*

Methods: *analysis, systematization, generalization.*

Results. *The associative symbol method highlights the language of movements, gestures, facial expressions, the language of our body, language of coded ideas and associations. This method improves the perception and reproduction of information, being built on the child's ability to imagine and fantasize. It allows to create an image of practically any lexical or grammatical unit by means of bright children's imagination. The child learns foreign word much quicker if it is associated with a particular image or action. The method incorporates associative symbols into studying a foreign language through imitation. The method of associative symbols is play-oriented. Therein lies its main advantage over the traditional methods of teaching. This method of teaching allows to develop in children concentration skills, independent thinking, attention and discipline. The elements of game-playing make learning interesting, create a cheerful mood at the lesson, facilitate overcoming difficulties in learning. ASM makes it possible to turn a complicated topical material into simple, makes dull learning process interesting and exciting. Children move and speak at the same time. They understand everything, because language and movements intertwine. The novelty of this method is that lexical material in them is presented not traditionally, but using the method of associative symbols which releases pupils from the constant boring memorization of new words and expressions and converts complex learning process into memorizing linguistic material for pleasure. The methodology was developed using the game-playing techniques, communicative-active, socio-cultural and personality-oriented approaches to the intellectual development of primary school children.*

Conclusion. *It is proved that the use of ASM in learning English allows younger students to perceive language material in an interesting, easily accessible, entertaining way, which ensures effective formation of their communicative competence.*

Key words: *ASM, imitation, associative images, associative image-symbols, memorization, an imaginary object, creative activity, students of primary education.*

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Бібліографічний опис статті: Гусак, Л., Гончар, К., Стадник Н. (2023). Технологія асоціативного навчання англійської мови здобувачів початкової освіти. *Acta Paedagogica Volyniensis*, 6, 30–38, doi: <https://doi.org/10.32782/apv/2023.6.5>

ТЕХНОЛОГІЯ АСОЦІАТИВНОГО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗДОБУВАЧІВ ПОЧАТКОВОЇ ОСВІТИ

Мета. У статті представлено технологію навчання англійської мови здобувачів початкової освіти за методом асоціативних символів (МАС), який є процесуальною основою асоціативного навчання дітей молодшого шкільного віку.

Методи: аналіз, систематизація, узагальнення.

Результати. Висвітлено досвід використання МАС у процесі навчання англійської мови здобувачів початкової освіти, окреслено напрямки і особливості його використання в навчальному процесі. Метод асоціативних символів це мова рухів, жестів, міміки, мова нашого тіла, мова закодованих ідей та асоціацій. Цей метод покращує сприйняття і відтворення інформації, будуючись на здатності дитини уявляти і фантазувати. Він дозволяє створити образ практично будь-якої лексичної чи граматичної одиниці за допомогою яскравої дитячої уяви. Дитина набагато швидше засвоює іноземне слово, якщо воно асоціюється з певним образом або дією. Метод асоціативних символів, який полягає у вивченні іноземної мови через імітацію, орієнтований на гру. У цьому полягає його головна перевага перед традиційними методами навчання. Цей метод навчання дозволяє розвивати у дітей навички концентрації, самостійного мислення, уваги та дисципліни. Елементи гри роблять навчання цікавим, створюють бадьорий настрій на уроці, полегшують подолання труднощів у навчанні. МАС дає можливість перетворити складний тематичний матеріал на простий, робить нудний навчальний процес цікавим і захоплюючим. Діти рухаються і говорять одночасно. Вони все розуміють, тому що мова і рухи переплітаються. Новизна цієї методики полягає в тому, що лексичний матеріал у них подається не традиційно, а за допомогою асоціативних символів, що звільняє учнів від постійного нудного заучування нових слів та виразів і перетворює складний навчальний процес на запам'ятовування мовного матеріалу в задоволення. Методика розроблена з використанням ігрових технологій, комунікативно-діяльнісного, соціокультурного та особистісно-орієнтованого підходів до інтелектуального розвитку дітей молодшого шкільного віку.

Висновок. У статті доведено, що завдяки МАС здобувачі освіти початкової освіти опановують лексичний матеріал набагато швидше і без особливих зусиль, що забезпечує ефективне формування їхньої комунікативної компетентності.

Ключові слова: АНМ, імітація, асоціативні образи, асоціативні образи-символи, запам'ятовування, уявний об'єкт, творча діяльність, здобувач, початкова школа.

Introduction. Following the common European recommendations on education and solving the problem of how to optimize learning and teaching of a foreign language, Lutsk scientific school (Hunko Svitlana, Stadnyk Natalia, Zaniuk Natalia, Sechka Viktoriia, Chau Maryna and others) have developed a new method of foreign language teaching – method of associative symbols (ASM),

which is the procedural foundation of associative learning of primary school children (Hunko, 2013, p. 15).

The method of associative symbols highlights the language of movements, gestures, facial expressions, the language of our body, language of coded ideas and associations. This method improves the perception and reproduction of

information, being built on the child's ability to imagine and fantasize. It allows to create an image of practically any lexical or grammatical unit by means of bright children's imagination (Roman, 2005, p. 102). The child learns foreign word much quicker if it is associated with a particular image or action. The method incorporates associative symbols into studying a foreign language through imitation (Hunko, 2011, p. 32).

Over the years, creating together with children associative images in symbols for all lexical and grammatical units studied, we have attempted to adapt this kind of body language in the process of studying the subject of English language in the school of primary education.

Using the language of movements, gestures and facial expressions teacher with her students try to simulate various learning situations. For example, depicting a forest, a teacher together with children shows and overplays presented image-symbol in different situations, performing different actions with gestures: run, jump, play with the ball or with friends, gather mushrooms, berries, flowers, ride a bike; comment what we see in the forest: trees, bushes, grass, flowers, animals and so on (Husak, 2015, p. 39).

The curriculum and methodological guide for working with children of the preschool age entitled «*Learn English, Playing*» and the textbook for pupils of the 1st and 2nd grades «*While Playing, We Study. English for Children in Movements (by the Method of Associative Symbols)*» have been designed and published with the purpose to popularize the method (Hunko, 2020, p. 73). The manuals have been approved by the Ministry of Education and Science of Ukraine and recommended for use in educational establishments. The methodological guide and the textbook are supplemented with display materials in the form of educational-methodical film, which visually shows how to apply the method in the English classroom (Hunko, 2010, p. 322).

Discussion. The novelty of this method is that lexical material is presented not traditionally, but using the method of associative symbols which releases pupils from the constant boring memorization of new words and expressions and converts complex learning process into memorizing linguistic material for pleasure. ASM peculiarity can be manifested in the fact that it helps children to learn English in an interesting, easily

accessible, entertaining way. The methodology was developed using the game-playing techniques, communicative-active, socio-cultural and personality-oriented approaches to the intellectual development of primary education students.

The innovative methods of foreign language associative learning are based on the principle of matching innate inclinations and lay emphasis on the use of associative symbols, creating conditions close to life situations, and make the process of learning a foreign language accessible and natural. The main purpose of foreign language teaching at primary school in terms of the method of associative symbols is to form elementary foreign language communicative competence, developing abilities necessary for learning the minimized scope of knowledge. It allows young learners to acquire skills sufficient enough to be engaged in verbal contact with another communicant, to join the dialogue, receive and impart elementary information related to the topic of communication. In addition, the defined tasks contribute to the in-depth and comprehensive development of every pupil's individuality, realization of their personal experience, mastering the fundamentals of foreign language communication specificity.

To achieve this goal teachers ought to develop a positive motivation for learning a foreign language, to establish partnership relations with pupils that will ensure sustained interest to learning. Motivation promotes the emergence of satisfaction and interest to cooperative activities.

Methodological challenges of MAS are:

- to expand the language capabilities of pupils within a communicative framework;
- to make the process of learning a foreign language desirable, interesting, fascinating and thereby generate a positive attitude to learning;
- to approximate the process of learning a foreign language to unconstrained communication;
- to attract verbal communication experience in the native language and transfer it to communication in a foreign language and vice versa;
- to cultivate positive character traits, moral standards and culture of communication;
- to acquaint pupils with socio-cultural peculiarities of the countries, the language of which they study.

The content of teaching methodology is revealed through the provision that the communication with the junior pupils should be based exceptionally on

the embedded in the child from the birth «linguistic program». The methodical component of the syllabus defines the following stages sequence in the development of pupil's foreign language speaking skills:

- *the first stage* – one-word sentence;
 - *the second stage* – statements consisting of two, three and more words;
 - *the third stage* – achieving the minimal communicative level;
 - *the fourth stage* – improvement of communicative skills to the level of fluency in speaking.
- Learning foreign languages at primary school involves enriching the vocabulary on such topics, as «My life style. Leisure», «Apartment», «Nature. Environment», «My family and Me».

The structural component of the program on a foreign language associative learning involves the formation of speech, linguistic, socio-cultural and general education competences. Speech competence implies gradual assimilation of speech patterns which are presented in words, word combinations and phrases necessary to communicate successfully and draws on pupils' ability to support their language with movements, gestures, facial expressions.

Formation of linguistic competence of primary school children is realized in the course of multiple usage of speech patterns in communicative situations. Socio-cultural competence is formed via generally accepted rules of etiquette, behavior, learning songs and poems or playing games.

Educational component of the program is aimed at pupil's assimilation of practical language skills at a level sufficient enough to carry out communication in foreign language. Focusing on the needs of a pupil ensures intensification and improvement of the educational process, in which the instructor is not the only source of information, but rather a source of assistance for pupils, advisor, leader, organizer and facilitator of the learning process. Using ASM technology, the teacher enables children to become active participants of the learning process, as their individual activities become the core of the whole process and they are the main subjects of it. The atmosphere of the lesson, the tasks proposed, chosen forms of stimulating pupils to expand their general education and linguistic horizons, accumulation of communicative experience, that provides

dynamics of the lesson and retains the atmosphere of childhood, all these factors together constitute the prerequisite for the development of pupil's natural or innate inclinations and capacities (one of the basic principles of humanistic pedagogy).

The program takes into account the criteria laid down in the Common European Framework of Reference for Languages and implies the construction of the educational process on the basis of communicative approach and takes into account individual characteristics of pupils. The basic principles of the communication-oriented teaching, widely used in associative learning, are:

- the principle of interactivity;
- the principle of speech and cogitative activity;
- the principle of integration;
- the principle of contextualization;

While working under these principles, the teacher models the real context of communication through combination of verbal and nonverbal communication means, visual and aural presentation of content and form. Thus, associative learning ensures acquisition of all kinds of speech activity in their actual natural sequence and relationships.

The associative symbol method (ASM) makes it possible to solve the main problems of teaching foreign languages to primary school children, as it is based on the modern theory of language learning through «personal activity» of a child. Using this method at foreign language lessons enables every child to perceive language material through all analyzers: visual, auditory, speech-motor and motor. Not breaking the procedure of the lesson, we fully satisfy the needs of the child for motor activity. Lesson has a clear structure and actualizes *three basic stages* of learning a foreign language process:

- 1) Acquaintance with the meanings of lexical units (both simple and complex).
- 2) Passive speech –comprehensive memorizing of verbal expressions, multiple comparison of a linguistic unit with the relevant objects and phenomena of reality.
- 3) Active speech – use of the memorized words or phrases in a pupil's speech acts. This stage determines a level of their speaking skills development.

The method of associative symbols is play-oriented. Therein lies its main advantage over the

traditional methods of teaching. This method of teaching allows to develop in children concentration skills, independent thinking, attention and discipline. The elements of game-playing make learning interesting, create a cheerful mood at the lesson, facilitate overcoming difficulties in learning. ASM makes it possible to turn a complicated topical material into simple, makes dull learning process interesting and exciting. Children move and speak at the same time. They understand everything, because language and movements intertwine.

As the method of associative symbols suggests, a teacher introduces game commands, names of objects, phenomena and their characteristics using the associative symbols. The classroom activity is organized according to the following algorithm:

- working out/creating associative symbols to the new lexical items;
- verification of understanding the associative symbols created by pupils in their native language;
- presentation and playing out the new foreign language vocabulary in different situations using the generated symbols.
- The stage of passive speech is implemented via different games, which contribute to further use of language of movements, gestures, facial expressions supplemented with visual materials. Using this method, children learn language practically, «living through» all the learning material, that provides a conscious acquisition of lexical units. The problem of memory overloading disappears, because the process of learning goes on spontaneously. Schoolchildren absorb significant amounts of educational material, performing joint actions, playing games with adults or by themselves. It makes possible to perform these actions automatically and articulate speech samples without any special efforts.
- Creating associative image-symbols, we just «animate» every word and can play an interesting exciting game with it. Practice shows that a foreign language playful learning environment increases the effectiveness of learning. Furthermore, games follow specific rules and thus provide a structured and manageable framework for many learning processes. For example, imagine how interesting and exciting for schoolchildren it is to «go» with friends for an imaginary walk to an imaginary park, comment on what they see (trees, bushes, flowers, grass, squirrel, bird, butterfly), run about the park,

jump, play football, catch butterflies, lie in the sun, hold a picnic with friends and so on. And all these exciting events happen in a relatively short period of time, in the English classroom, while sitting at desks. We can also play a game of «imaginary tree». One of the participants represents a tree (highly raised-up hands), others perform various actions on it, making rhymes: one, two, three – *Go to the tree*; one, two, three – *Run to the tree*; one, two, three – *Hop to the tree*; one, two, three – *Fly to the tree* and so on. The use of associative symbols, creating conditions close to life situations, makes it possible to memorize material spontaneously, transform the learning process into the unconstrained perception. Therefore, mastering even a relatively great amount of language material does not cause memory overloading. The benefits of the method lie in the fact, that using absolutely no-cost effective technologies a teacher can always conduct high-quality lessons every day, but not just specifically prepared in the specially created conditions.

– Let us consider in detail the peculiarities of the ASM technology implementation. Before introduction of the new lexical material in foreign language teacher agrees with pupils upon the symbols of sign language they will use to represent this or that object, phenomenon or action, commenting it in native language. Native language is used only to explain the associative symbols. It is enough to show a child only once how to use sign language to represent objects (a river – 1; forest – 2; park – 3; Zoo – 4; how to perform certain actions (read a book – 1; play with a ball – 2; watch TV – 3; play the computer games – 4) and he will become an active participant of play activity in the classroom. Presentation of any educational material is held according to the basic algorithm: 1) agreement on the way to represent an associative symbol; 2) testing the understanding of this symbol; 3) pronouncing new vocabulary units with simultaneous presentation of the associative symbols corresponding to their meanings.

– For instance, when studying the topic «Flat» teacher, relying on the bright children's imagination, presents to the pupils or invents together with them associative image-symbols for the names of the pieces of furniture. Here are some of them: «Bed» – straightened right hand touches the middle of the palm of the left, set in a vertical

position; «Table» – arms are interconnected in a «T» position; «Chair» – compressed in a fist one hand in a vertical position rests against the open palm of the other hand; «Wardrobe» – kept together in the horizontal position two hands, clenched in a fist, are associated with sliding doors, which will «open» and «close».

– Every teacher is free in representing a particular object, situation or action, e. i he does it in his own way. What really matters is that children could understand the teacher and he could understand them. Creative teaching and learning activities are satisfied by the possibility for teachers and pupils to improvise, introduce changes and modifications to the designed symbols. Children tend to participate enthusiastically in this process, because the material is taught in an interesting, entertaining way, as if playing a game. Dialogue «teacher – a pupil» is held at the level of understandable for both of them images and symbols. Having explained how to create relevant association symbols, we must verify whether pupils have understood and memorized them in a proper way, and only then begin to articulate new language units in a foreign language, e. i we work in terms of the models: *Look, Listen and Do!*; *Listen and Do!*; *Do and Say!*. Pupils are engaged in active learning process – they are all active participants of the game / role-playing performance. Sound-signals are deposited in the memory on a subconscious level, therefore we deal with involuntary/spontaneous memorization of educational material.

– The use of visual aids by a teacher significantly improves memorization, as children are characterized by highly developed visual memory. However, with the accumulation of educational material constant usage of visuality becomes impossible. The use of associative symbol-images significantly facilitates the work of teachers and contributes to a better semantization of words. For example, having shown once in the English classroom a symbolic image of a cat – «mustache» and calling this image «a cat» instead of Ukrainian «kit», we create an association between the symbol and its image-verbal sounding, and as a result there will not be any problems with reproduction of this lexical unit in speech.

– It is known that a child learns a foreign word much faster, if it is associated with a particular image or effect. Thus, the associative symbol

method is one of the most effective ways of lexical units semantization and extremely facilitates the work of teachers. The process of learning new words and expressions turns into a fun.

– Having established a direct close contact with pupils, a teacher, at the moment of creating the symbol-image of a lexical unit, articulates its name in the language, which is studied. Children at the moment of image creation hear a sound, which is associated with an imaginary object in their memory or an action and what else. It is important to mention that pupils are active participants of the process, because they portray all lexical items using the language of movements, gestures, facial expressions. This is the easiest way to establish communication environment in vitro study of a foreign language, and provide optimum use of all the analyzers, e. i total physical response is actualized, which ensures the successful acquisition of a language.

– For example, when studying the topic «Animals» we create image-symbols, simulating: 1) *a piggy* – we make funny snout, having locked up thumb and forefinger in a circle and pressing them to the nose; 2) *horse* – lowered down and clenched in fists hands symbolize imaginary hooves; 3) *cat* – applied to the upper lip forefingers and middle fingers represent imaginary mustache; 4) *cow* – hold forefingers close to your head, simulating long horns etc. Make sure that pupils have remembered suggested images-symbols in a proper way.

– An important aspect and advantage of using the method of associative symbols is that children do not get tired at all during the lesson.

– Working by the method of associative symbols a teacher has an opportunity to repeat systematically speech patterns, which is a prerequisite for developing automatism in a foreign language communication. Repeating the material the teacher often adds some new details, extending the knowledge of a child about the notions and facts being learned and thus promotes better assimilation of the material. Pupils get more interested in learning, when the depicted by them objects, for example, *furniture*, become the center of specific actions in the classroom: *point to the chair; touch the table; come to the TV; run to the bed; wash the fridge*. There are different ways to organize game-playing activity. We can, for instance, simulate the fulfillment of actions aimed at a preset object just sitting at desks

or coming up to the objects. It is a great delight for children to come up or run up to «wardrobe», imitated by one of the participants of the game, «open it» and name the items of clothes, which «hang» in it, «shut the wardrobe», and so on. It is particularly interesting to the little schoolchildren, for example, when a toy monkey performs ridiculous actions on the «wardrobe»: running, jumping, dancing, stomping feet. Suddenly there appears a mouse in the «wardrobe» which sits down on a dress, a skirt, a jacket, a shirt and so on. The toy mouse is either *on* a wardrobe, or *under* it, or *in* the wardrobe again. Another exciting and favorite game is «playing the piano». Pupils one by one come up to the imaginary piano, presented by their group mate, and start playing, pressing imaginary piano keys. You can sing familiar English songs to the music performed. Many positive emotions are caused by some other games, such as imitated hut (two children are facing each other, having raised up their hands, they press them palms to palms). You can come up, run up, fly, crawl, log in, etc. and perform various other actions in such a hut.

– From early school age children are immersed in a natural and understandable for them environment, that promotes the development of searching abilities. Working by the associative symbol method, a teacher plans each lesson so as to motivate the pupils to creative activity, to form a harmoniously developed personality of a pupil. In addition, the method of associative symbols allows teachers to present and assimilate linguistic material in an interesting, easy-accessible form. The rate of assimilation and the quality of it is extremely high. In the course of such learning children acquire linguistic, speech and socio-cultural competence, stipulated by Common European Framework of Reference for Languages.

– In general, the analysis of current psychological studies and experimental data shows that training and education of young learners heighten the need for original methods and strategies that enable pupils and teachers to cope with many difficulties of mastering the English language in a new and effective way. Associative learning strategy in teaching foreign languages to primary school pupils can be adapted for all kinds of teaching situations – you just need to use your imagination and creativity.

Let us present one of the plans of English lessons by ASM in the article:

Lesson Topic: Playing with animals.

Lesson Goals: to teach pupils to simulate commands, names of pets and their location, using associative symbols; differentiate between meanings of words, develop imagery memory and attention; to give and perform simple commands; introduce the plural form of nouns, possessive pronouns *my*, *your*, definite article *the*; develop skills in listening and correct pronunciation; cultivate sympathetic attitude to animals.

Processing activities

I. Introduction

II. Immersion into foreign language environment

T: Let us recollect the vocabulary of the previous lesson (teacher calls the lexical items and performs actions. Children perform them together with the teacher): Go, go, go! Run, run, run! Swim, swim, swim! Clap, clap, clap! Sing, sing, sing!, etc.

A park, a forest, a river, a house, etc.

A cat, a dog, a pig, etc.

III. Practice the use of the previously presented material

Game «Look, listen and say».

The teacher points to a part of the body calling it. Children repeat after him: a nose, a lip, an eye, an ear, a hand, a head.

Teacher portrays the location of the animals, naming the places. Children copy the gestures of a teacher and if possible repeat after him: a river, a forest, a park, etc.

IV. Introduction of new material

– parts of the body: a face, a mouth, a tooth (teeth), hair, a shoulder, a stomach, a back, a finger.

– definite article *the*.

Cards, depicting names of places, are in front of children. The teacher names them in English. Children repeat after him: the forest, the river, the zoo, etc.

– Plural nouns

T: a lip – lips, a hand – hands, an eye – eyes, and tooth – teeth, a foot – feet.

– Possessive pronouns *my*, *your*

T: My eyes, my ears, my hands, etc. (Pointing to himself).

Your eyes, your ears, your hands, etc. (Showing on the neighbor).

V. Practice the use of newly- presented material

1. Game «Who is the first?»

The teacher names in English the parts of the body which children show on themselves, and

approvingly encourages those, who first performed the task. (This is a tip for those who need it).

My nose, my lip, my eye, my hand, my head, my back, my shoulder, and so on.

2. Revision of the names of pets.

The game «Look, listen, do and say».

Teacher articulates the names of animals and children represent them, using associative image-symbols, and, if possible, repeat after him: *a cat, a dog, a frog, a cow, a pig, a horse, a hen, a goose, a duck.*

3. Game «Look, do and say».

Teacher shows, using symbols, *the forest, park, river,* etc. and offers children «to go» there. Children replicate actions and movements of the teacher.

T: *Go to the park. Go to the river. Go to the forest.*

VI. Introduction of new material in terms of the known algorithm:

1. Designing associative symbols to the new lexical items. 2. Verification of understanding by children these associative symbols, using their native language. 3. Presentation of a new vocabulary in English.

Wild animals: *a bear, a wolf, a hare, a squirrel, a bird, a fox, a frog, a fish, a mouse, a rat, a hedgehog, a butterfly, a fly, a spider, a mosquito.*

T: 1) *Bear* – spread hands apart and shift them from side to side; 2) *wolf* – thumb is connected and disconnected with the rest of fingers, that are kept bent imitating jaws of the predator; 3) *rabbit* – lifted up forefinger and middle finger – the ears of the animal, the other fingers are serried; 4) *squir-*

rel – twisted hands in front of chest are associated with legs of squirrel who holds nuts; 5) *fox* – a hand, put behind your back simulates imaginary tail; 6) *bird* – with crossed at the elbows arms imitate a stroke of a bird’s wings; 7) *frog* – raised up and bent at the elbow hands with the fingers wide apart; 8) *fish* – undulating hand movements in horizontal direction; 9) *mouse* – connected and dropped down fingers quickly move towards an imaginary mink; 10) *rat* – wide apart, dropped down fingers move toward the imaginary mink; 11) *hedgehog* – straightened and wide apart fingers of one hand placed next to the knuckle of the other are associated with the needles of an animal; 12) *butterfly* – hands crossed at the wrists imitate the small wings; 13) *fly* – forefinger and middle finger rapidly move up and down, simulating wings; 14) *spider* – thumbs of both hands are joined, the rest – placed wide apart are associated with spider’s legs; 15) *mosquito* – forefinger pressed to the face, mimicking a mosquito bite.

Game commands:

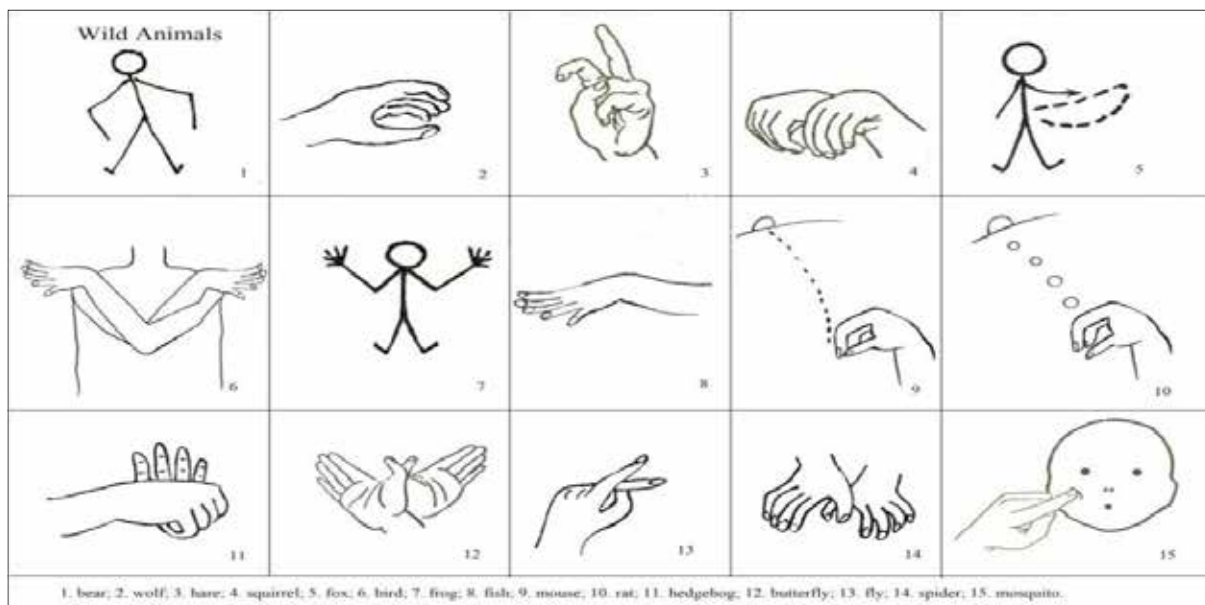
T: Touch your head, wash your back, dry your back, nod your head, clap your hands, stamp your feet, catch a butterfly, ride a horse, play with a dog, feed a dog.

VII. Practice the usage of newly-presented material

Playing Games:

1) «Look, listen and do».

T: Touch your nose. Touch your hand. Touch your head. Touch your back, etc.



Wash your nose. Wash your hands. Wash your neck. Wash your legs, etc.

2) «Look and listen».

Toys or cards with pictures of animals are in front of children. Teacher imitates performing actions on them.

T: Touch a dog. Touch a cat. Touch a horse. Touch a frog. Touch a bird, etc. Feed a dog. Feed a cat. Feed a horse. Feed a squirrel. Feed a bird, etc. Play with a dog. Play with a cat. Play with a bird, etc. Working with the manual (p.11)

VIII. The final stage of the lesson

1. Explanation the meaning of the word 'together'.

Learning the song «Clap, clap, clap your hands»

Clap, clap, clap your hands, }
Clap your hands together. } 2 times

Stamp, stamp, stamp your feet, }
Stamp your feet together. } 2 times

Nod, nod, nod your head, }
Nod your head together. } 2 times

Dance, dance, dance a dance, }
Dance a dance together. } 2 times

Conclusions. The primary school has to create conditions for early communicative and psychological adaptation of junior pupils to the new linguistic world. Primary school teachers should help their pupils to overcome psychological barriers in using a foreign language as a means of communication, motivating them to develop a foreign language mastery, to be skilled and confident to take risks and be innovative when tackling the varied creative learning tasks in future. At this stage it is important to form elementary communicative competence and develop basic communicative skills in the major kinds of language activities (speaking, listening, reading, writing) at the A1-A2 level according to the Common European Recommendations Framework of learning, teaching and assessing language knowledge. It is proved that the use of ASM in learning English allows younger students of primary education to perceive language material in an interesting, easily accessible, entertaining way. The effectiveness of ASM implementation in the practice is proved by the method of mathematical statistics.

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